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# Supporting Students to Engage Project – DTA (CAE)

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Exploring Race and Inclusion  
Prof Jess Power DTA



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**Reach out**



Photo [Diego PH](#) [Unsplash](#)

**Outside the box thinking**



Photo by [rizki ramadhan](#) on [Unsplash](#)

**Flip the coin**

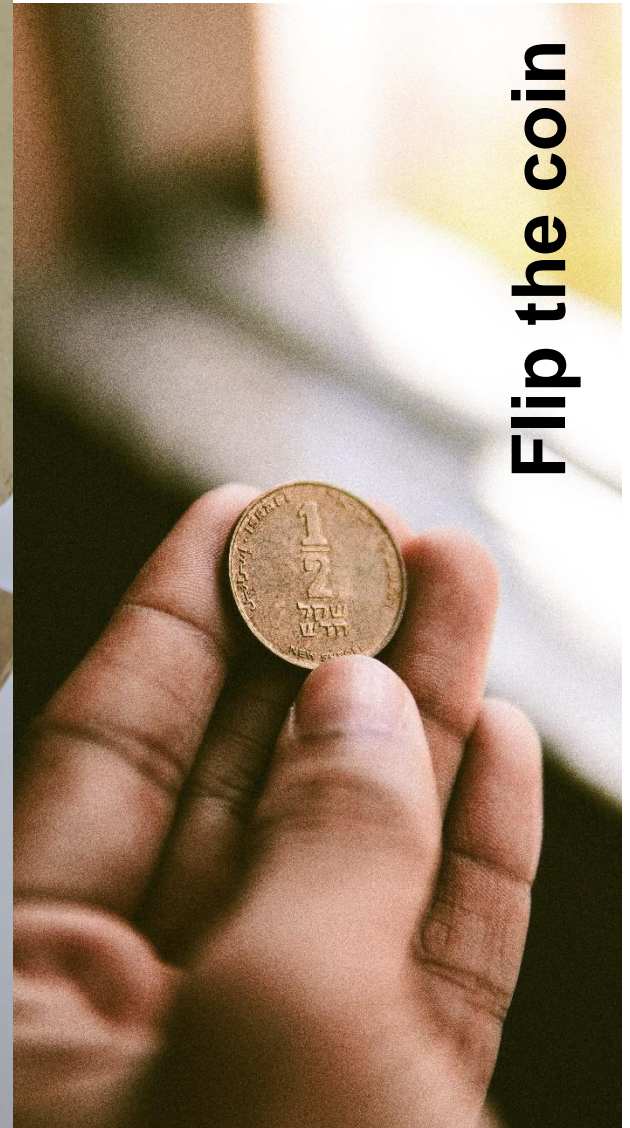
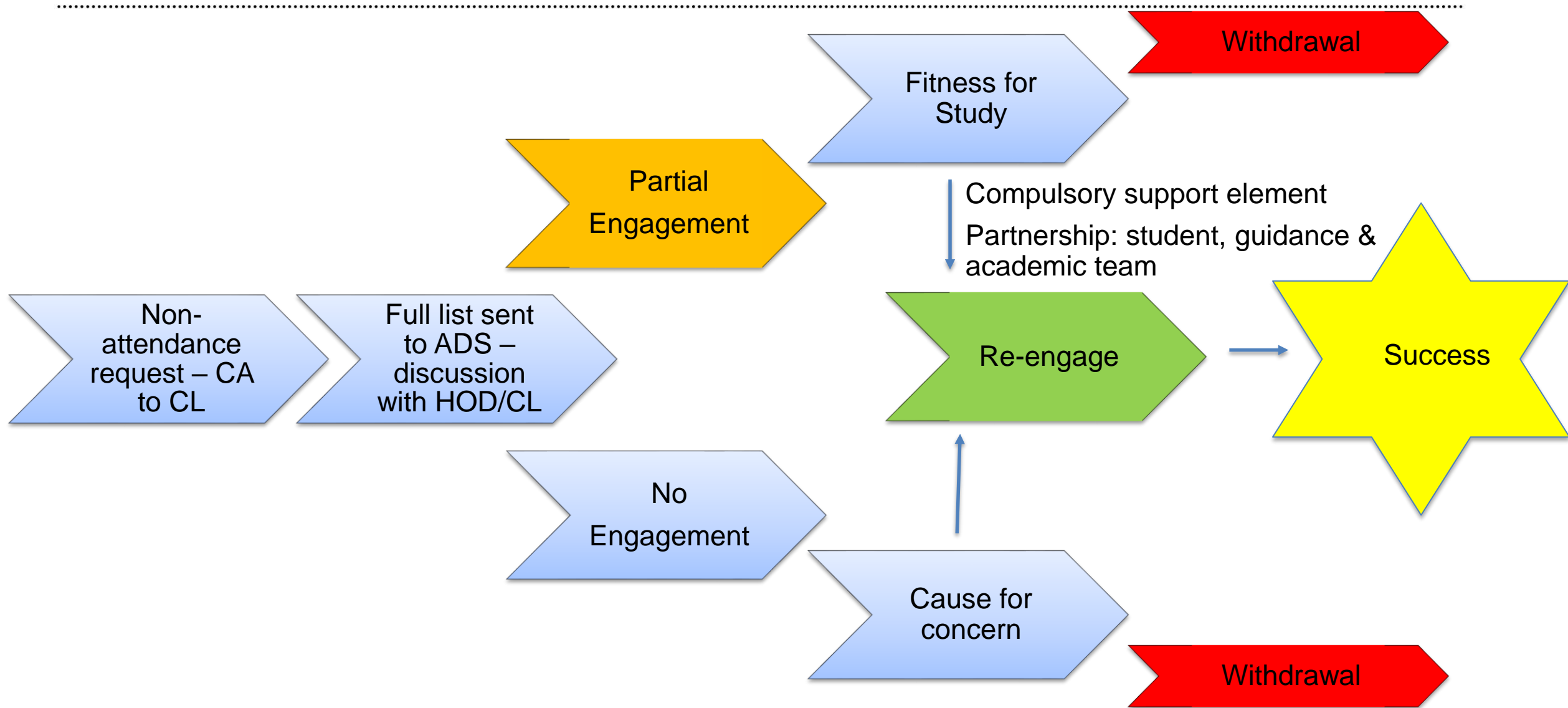


Photo [Diego PH](#) [Unsplash](#)





# Identifying at risk students in CAE

2019/2020 UG & PGT Staff F/T & P/T	Term 1 attendance monitoring		Term 2 attendance monitoring	
	Student numbers	Based on 1230 students	Student numbers	Based on 1213 students
Fitness for study	10	0.81%	70	5.77%
Cause for concern letter	3	0.24%	11	0.91%
No action required – students already re-engaged (from previous fitness to study.	6	0.49%	9	0.74%
Queries	2	0.16%	4	0.33%
If F/T UG only	21/1230	1.71%	94/1213	7.75%
Total CAE headcount	21/2658	0.79%	94/2545	4.65%

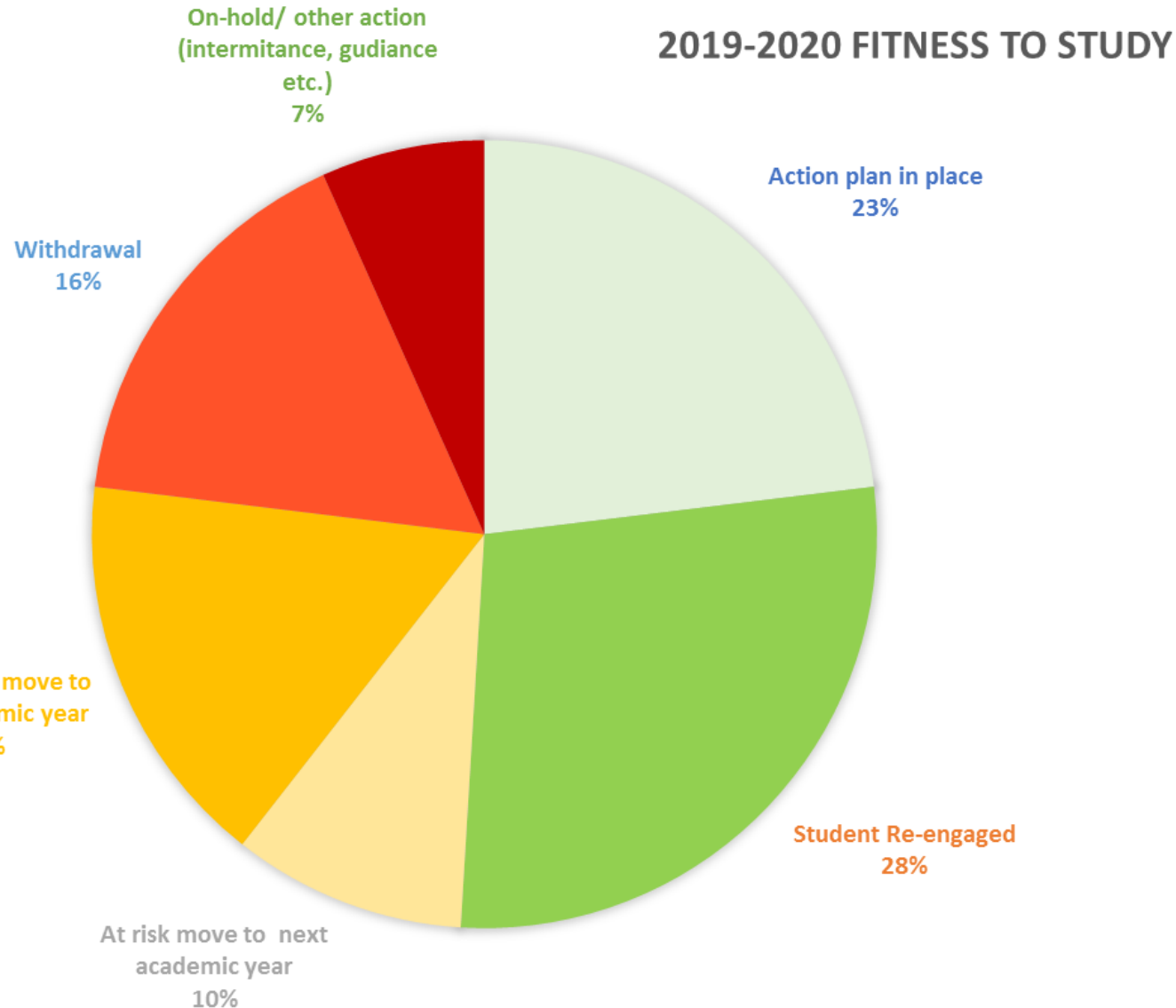
- Term 1 – blue (Touch point 1) (Oct/Nov 2019)

School data 21/1230 (1.71%) students at risk of withdrawal (staff, UG F/T only)

- Term 2 – yellow (Touch point 2) (Feb/March 2020)

School data 94/1213 (7.75%) students at risk of withdrawal (staff, UG F/T only)

# Current picture 2019-2020



- 104 fitness to study records

Positives (Green):

Re-engage 28% or plan 23% (51%)

Negatives (red):

Withdraw 16%, 7% guidance

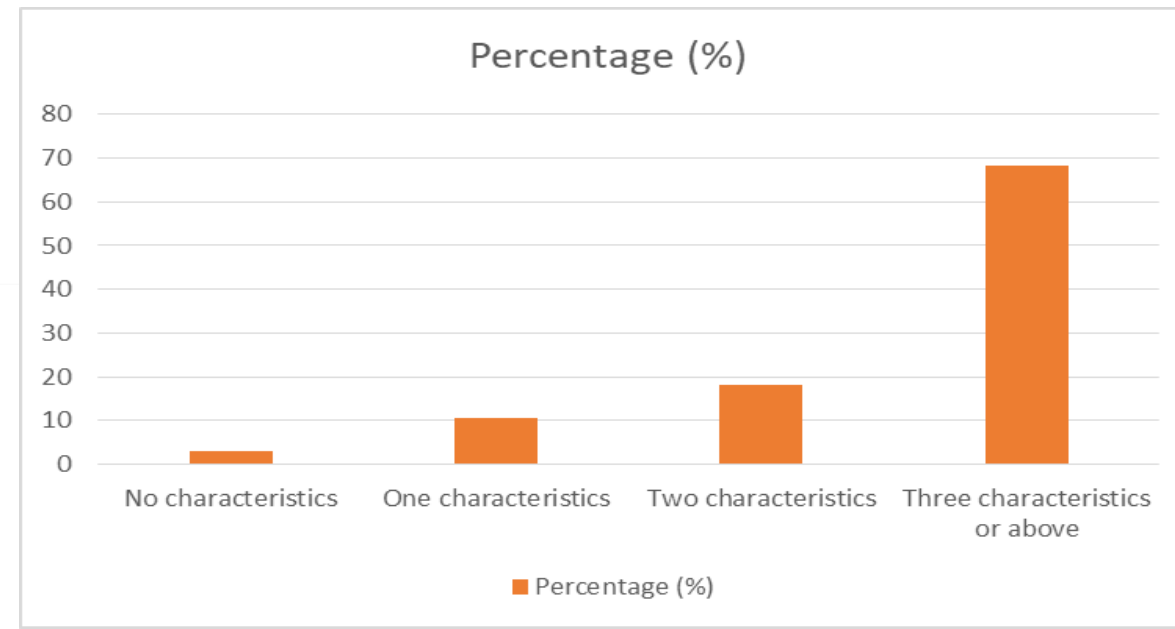
Opportunities (Amber)

Potential for support  $16+10\% = 26\%$

## Exploring Race and Inclusion

- 104 fitness to study records, triangulated to protected characteristics
- 71% male, 70% non A-level, 49% Polar4, 39% IMD, 38% BAME, 26% Disabled  
24% Mature 0% Care Leaver.
- Look at students with multiple protected Characteristics that took part in to Re-engage project (quite interesting –diversity)
- Indications (strongest correlations)

Quals (Male, Polar4, IMD, disability, mature ).  
Polar 4 (Male, Quals, IMD (1&2) and Disability).  
IMD (1&2) related to (Quals, Polar 4, BAME).



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## Next steps

- Continuing with the trial extended to a third department (M&P, A&D, Eng, ADS SE&R, Admin and guidance (early indications retention looking good – impact for individuals).
- Deep dive into the data to understand more about how the interventions impacted on the students with protected characteristics. (Jess Power, Alison Griffiths and Stella Jones-Devitt).
- Involved with the GAME (Andrew Proctor, Alison Phillips, Phil Hawley, Jess Power, Jo Burgess, Stella Jones-Devitt, Nuala Devlin,).

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**Massive thank you to all who contributed so far...**

Kathryn Olyott, Alice Kitson, Tatiana Ursachi, Hugo Snape, Ben Winstanley, Jo Harris, Rachel Thompson, Ann Clowes, Caroline Ferguson, Amie Heath former CAE area, Alison Griffiths, Stella Jones-Devitt, Course Teams and HOD.



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**“An evidence based approach to positive process provision to re-engage and support students – Improving Retention”**

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Thank you  
Any Questions  
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